

BREAD LOAF

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BREAD LOAF

I

THE BREAD LOAF IDEA

II

HOW THE ENGLISH SCHOOL CAME TO
BREAD LOAF

III

THE MAKERS OF BREAD LOAF

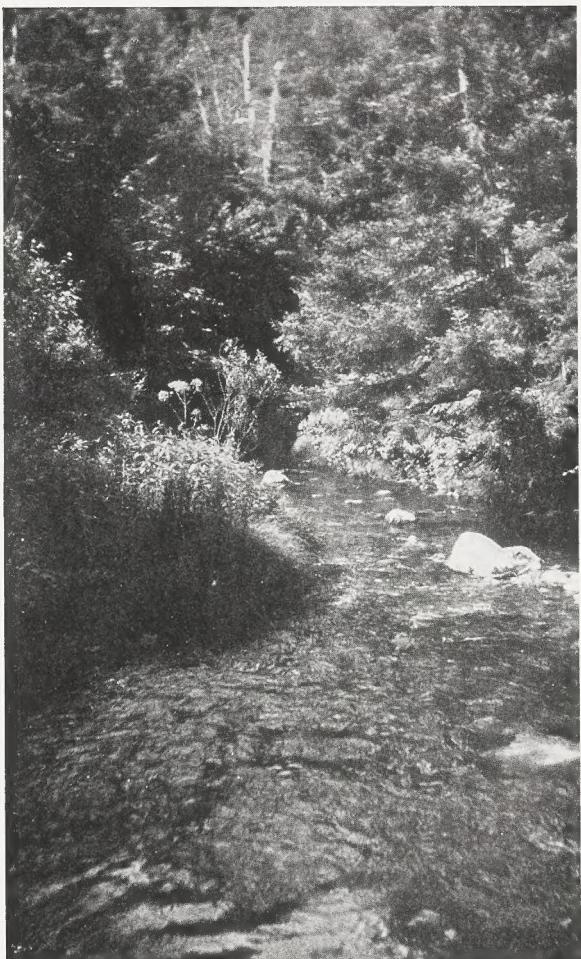
IV

A PERSONAL WORD



MIDDLEBURY COLLEGE

1929



The Bread Loaf Idea*

BY WILFRED DAVISON, A.M.

Professor of American Literature at Middlebury College
and Dean of the Bread Loaf School of English

VERMONT has always counted as her most distinctive output the men she has produced. Let me tell you about one who is living among us today. He has been for some time chairman of our State Board of Education. It is he who is largely responsible for our progressive elementary and secondary school system, which has attracted such widespread attention. At the time that system was adopted this man was a member of our State Legislature, and in the face of considerable opposition he succeeded through the power of his oratory in winning support for the plan. He has published several interesting volumes of poems and essays. He is sought by the principal theological seminaries as an authoritative speaker on the problem of the rural community and the rural church. His sermons are featured in the international journal of his denomination. He is the most brilliant and popular after-dinner speaker in the State, an orator both eloquent and witty. He owns a choice private library and is one of the best read men in Vermont in the field of English literature. Educator, orator, minister, scholar, poet—is such a man educated? If he is, he is largely the product of adult education self-administered; for by way of formal schooling he had merely secondary school training, though at least one

*The following address was delivered December 8, 1928, before the New England Association of Teachers of English at their annual fall meeting, held in Springfield, Mass. The subject of the general session at which the address was delivered was "Adult Education." The address was given under the title of "The Bread Loaf School of English—A Group Project in Adult Education." It is the first official public statement regarding the idea of the Bread Loaf School and is printed in this form that it may be available to the growing number of friends interested in the School.—EDITOR.

college has honored itself by conferring upon him a doctor's degree.

Once in conversation this man struck out a comment on education I think one of the most pregnant sentences I have ever heard or read on that much-defined subject. I have told you about the man for the sake of telling you his statement about education. It is hardly a definition, for it does not limit; it expands the matter. It is so full of overtones of meaning I could not begin to exhaust its suggestiveness were I to talk about it an hour. I can only mention it and leave you to think out the implications and applications. "Education," said Dr. Arthur W. Hewitt, "is an attitude of mind." Were I a college president, I should like to try to build an institution on that sentence. Education not merely a formal somewhat measured off in departments and courses, with a degree at the end of it all, but an ever-expanding attitude of mind, many attitudes of mind. Such an outlook on the problem opens up limitless possibilities. So understood, education in school and college takes on closer relation with that adult education we are considering today. For what is education but one continuous process, ever developing, ever expanding, coterminous with life itself, whose end no man can see?

But I am to talk about Bread Loaf, not about Mr. Hewitt's definition. The two are closely related, however, for Bread Loaf has been trying these nine years past primarily to develop an attitude of mind among those interested professionally in English as students, teachers, and writers.

It has been said that Bread Loaf is a mountain, an inn, and an idea. The mountain, the fifth highest in Vermont, is situated in one of the most beautiful sections of the Green Mountains. The Inn, which dates back to the sixties, is an

institution in itself. It was built by Colonel Joseph Battell, a remarkable man in many ways. Colonel Battell bought mountains for the sake of preserving the scenery unspoiled, and he built his hotel on the very edge of his forest holdings, amounting to over thirty thousand acres, with twenty-seven thousand acres in one continuous stretch.

At his Inn he received his friends, and a notable group they were: Horace Bushnell, Edward J. Phelps, Charles Dudley Warner, to mention only a few of the illustrious names the old register contains. Were there time I could tell you many interesting stories about Colonel Battell and his Inn. It has always been conducted on unique lines, and part of the charm of Bread Loaf is the distinctive atmosphere of the place, created years ago by the originator of Bread Loaf, for it was Colonel Battell who gave the name and established many of the Bread Loaf traditions. He was a man of far-seeing vision, a genius of a sort. At his death Middlebury College became his residuary legatee and received among other benefactions the forest and the Inn.

Then the problem arose as to what proper use an educational institution could make of a summer hotel. Fortunately for Middlebury there was at the time in charge of our summer session another man of vision, a man who already had given concrete embodiment to his vision in the form of the Middlebury Modern Language Schools, first in German, then in French and Spanish—schools which have won an enviable reputation, now more than national in scope. It was this man who originated the idea of the Bread Loaf School of English. I should like to tell you about him, too, for Doctor Edward D. Collins has made a distinctive and very important contribution to American education. But I can only acknowledge the debt Bread

Loaf owes him and hasten on to tell you something of the project he conceived and brought forth. So clear was his vision that after nine years experience the School of English is still conducted on the lines he laid down in 1920; for his plan allowed for both development and growth and has not been fully worked out even yet, though we hope we are reaching out toward it.

The purpose of the Bread Loaf School was, in brief, to do for teachers of English something similar to what was being done for teachers of modern language in the schools at Middlebury. Those schools bring native instructors into intimate contact with American teachers, and in a friendly and informal atmosphere concentrate for six weeks on the language in question, at present French and Spanish. To have a school for teachers of English in which nothing but English should be taught, to have as instructors the best teachers who could be secured, and to have a school limited in numbers and so organized that students and teachers should have the advantage of intimate association, the genuine contact of mind with mind—that was the plan. No college lectures like those described last year in that little pamphlet of Ginn's, "What the Colleges are Doing," as that process by which the content of the instructor's notebook is transferred to the student's notebook without passing through the mind of either. No, the Bread Loaf method is not formal lectures, but informal discussion and conference, a pooling of experience, students learning from teachers, and teachers learning from students.

"To have something real going on in the English classes everywhere," as Robert Frost, our earliest and best friend among the writers, has put it. To have something real going on at Bread Loaf, and then to have those high school teachers who have been at Bread Loaf go back to their

schools and start something real going on there. We have no patience with that high school teaching which is mere cramming for college entrance examinations. We think it is not teaching at all but mere tutoring. Neither do we think the aim and end of high school English should be merely developing ability to write a correct business letter. On the contrary, we believe that high school students should come to see the English language and literature as a living, growing thing. We believe that literature can be made at Bread Loaf, for we have seen it being made there. We believe, even, that it can be made, to a degree, in high school, for our Breadloafers have stimulated their boys and girls to genuine creative activity.

But writing as a thing apart is not our aim. We believe in creative work because we believe that only so can the great literature of the past and the present truly come alive in the minds and hearts of teachers and students everywhere. And to have literature come alive, to have writing come alive, to have speaking come alive—that is our aim. An eager, developing, creative attitude of mind that shall precipitate in expression and in appreciation of the expression of others—that, so far as it can be phrased in a word, is the Bread Loaf idea.

With this attitude of mind constantly guiding, our work has been organized somewhat differently than is usually the case with graduate studies. We recognize the importance of research and of meticulous scholarship, but we have not the facilities at Bread Loaf to make such courses feasible. In all sections of our summer session it has been our problem to find out what we can do with the resources at our disposal. Middlebury is a small college, not a large university. We realize that other institutions with other facilities can do what we cannot, but we believe we have found work

that perhaps no other institution can do better than we. It is our aim, at least, to do as well as we can something we feel we are fitted to do, not to attempt what some other institution could do just as well.

We have organized our program, accordingly, on the assumption that graduate courses can be taught not merely to furnish a further accumulation of facts, but to stimulate a richer attitude of mind. We have emphasized not accretion, but growth; not information merely, but development of personality. We have made our standards qualitative rather than quantitative. We have offered courses we felt would be of special help to high school teachers of English either to extend their background or to awaken in them new powers of appreciation and expression—courses organized in four interrelated sections: literature, writing, play production, and the art of teaching.

The courses have been conducted for the most part on the studio plan, by which students and teachers work together in the friendly informality which characterizes everything at Bread Loaf, a friendly informality but not an undignified informality. Bread Loaf has no desire to ape Greenwich Village. We believe in sincerity and independence, but we at Middlebury are of the old New England persuasion. Our town is one of the few that still celebrates Forefathers Day as an important community social event—another local tradition, by the way, which we owe to the Battell family. We believe in progress, but we believe, also, with Lowell that “the gran’thers they knewed sunthin’ tu.”

We have tried to work out at Bread Loaf, so far as possible, the Mark Hopkins ideal of a college. With a student body strictly limited by the accommodations available at the Inn, we have one instructor for each ten or twelve stu-

dents. Bread Loaf is a community by itself, made up of the Inn and the neighboring cottages. There is no village near. The School takes up practically the entire Inn, except for a few rooms occupied by guests who have been at the Inn since Colonel Battell's time, and even they are enthusiastic members of our group. We are able, accordingly, to work out a group life that would be impossible under other physical conditions.

We have classes at regularly scheduled hours, but doubtless the best part of Bread Loaf is the informal conversation about the parlors and porches. Instructors and students are all members of one great family, and even the visiting lecturers are quickly adopted and seem to enjoy the process. To hear John Livingston Lowes in a lecture, for instance, as was our privilege last summer, is a rare treat; to sit with Mr. Lowes watching a Bread Loaf sunset, that is a real experience. One of the most helpful and delightful features of Bread Loaf has been the opportunity of knowing personally the distinguished writers and critics who have come to us as visiting lecturers.

For it has not been the place or the idea, after all, that has made Bread Loaf, but the people. We have been most fortunate from the beginning, and each year brings its new wealth of personalities. Merely to call their names would take up the entire time allotted me; I can mention only a few of those through whose generous interest Bread Loaf has been made possible. We have been limited in financial resources. Bread Loaf has never been and never can be a money-making project. Most summers the School has incurred a considerable deficit, which the College has arranged for because it has been felt that the work at Bread Loaf is a real contribution to the educational program of Middlebury. Those who have come to us both as teachers

and as visiting lecturers have come largely because of their belief in what Bread Loaf is trying to do. Their work has been missionary work, and they have found their chief compensation in "the joy of the working." That it has been a joy has often been testified. As an example of how quickly new instructors have caught the Bread Loaf spirit let me quote from "The Bread Loaf Creed," written by Edwin Osgood Grover, who was with us last summer for the first time. "I believe in Bread Loaf as the ideal place for inspiring work, for exchanging friendships, for enlarging lives, and for hoarding memories. All this and more!" Many of our best teachers have returned again and again, to our mutual advantage.

For our students have been as unusual as other Bread Loaf features, and their eager and loyal support has made possible the working out of the Bread Loaf idea. Ours is not a summer session for undergraduates who want to make up points lost during the college year. It is a school for earnest graduate students who are interested professionally in English. Our present problem is not how to secure students, but how to determine among the many applicants those who are best fitted to profit by what Bread Loaf has to offer. For the past five years the average number of students in attendance has been 111, representing some 22 States and 41 different colleges annually.

The regular teaching staff has been remarkable from the beginning. First, I must mention Charles Baker Wright, beloved of all Breadloafers, who was Dean of the School in 1920. His constant interest and help has been of inestimable value.

Marguerite Wilkinson was one of our best friends, and we share with all lovers of recent poetry, an appreciation for which she did so much to cultivate, the deepest regret at her untimely death.

I have not time to speak separately of all those whose generous loyalty has been the making of Bread Loaf. Grace Hazard Conkling, Stanley T. Williams, Katharine Lee Bates, Mr. and Mrs. Vernon C. Harrington, Robert M. Gay, Fred Lewis Pattee, Grant Overton, Kenneth B. Murdock, Edith R. Mirrieles, Lucia B. Mirrieles, Amy L. Reed, Leonora Branch, Calvin F. Lewis, George F. Whicher, Harriet Fox Whicher, Raymond W. Pence, Alice H. Spaulding, Sidney Cox, Edwin O. Grover, James Milton O'Neill, Allen Crafton, Mr. and Mrs. Maurice Gnesin, Donald M. Oenslager, Dallas Lore Sharp—I wish I had time to call the names of all who have had a part in working out the project, for the School has been the work of many. In using the word "we," I am trying to pay tribute to Bread Loaf as a group project, for that is what it truly is—teachers, students, and visiting lecturers all working together to a common end.

Among the visiting writers, I have referred to Robert Frost as our earliest and best friend. How much Bread Loaf owes him can never adequately be told. His counsel has been invaluable, and in his visits to Bread Loaf he has stirred both teachers and students as possibly no other person who has had a share in it all.

Dorothy Canfield Fisher has been another loyal friend from the beginning. She came to us again only last summer, at great cost to herself, out of sheer loyalty to the Bread Loaf project. To all the distinguished writers who have helped with our project we owe a debt of gratitude beyond the power of words to acknowledge. Many of them have stayed with us several days, giving freely of their time and counsel to both students and teachers. George Pierce Baker has twice visited the School, and from the beginning has given generously of advice in arranging the

plans for our dramatic department, which, with its Little Theater and Workshop, has been a most valuable section of our work, emphasizing as it does the creative in both learning and teaching.

John Farrar has been one of our most loyal friends and has helped us in more ways than I can possibly enumerate. Charles Swain Thomas has shown for years kind interest in the project, and his visit to the School last summer was for us a great joy. Many of you have doubtless seen in printed form that labor of love by our good friend Alfred M. Hitchcock, the Bread Loaf Talks on the Teaching of Composition and the Teaching of Literature. Those volumes illustrate beautifully what I am saying very inadequately about the Bread Loaf idea.

I have time to mention only a few more of the distinguished writers and critics who have visited the School: Willa Cather, Henry S. Canby, Edwin Markham, Carl Sandburg, Hamlin Garland, Charles S. Brooks, John Macy, Hervey Allen, Rollo W. Brown, Walter Pritchard Eaton, William Lyon Phelps, John Finley, Richard Burton, Louis Untermeyer, Isabel Paterson, Anna Hempstead Branch, Carl Van Doren.

To have known these producers of literature in our own day has made literature somehow come alive for us Bread-loafers as perhaps nothing else could have done. It has helped us to realize that an appreciation of literature means largely a growing ability to think more clearly and to feel more honestly. As teachers we have been able to get outside the classroom and look at our work somewhat from the point of view of those who are producing literature. We have found friends among both staff and lecturers who have made life broader and richer, and we acknowledge in humble gratitude that Bread Loaf is for us, what we believe

all education should be so far as possible, the contact of spirit with spirit.

But we do not work all the time at Bread Loaf. Our week is so planned that afternoons and Saturdays are free, and when Saturday morning comes, we drop the books and the conferences and take to the woods, or do something else equally interesting and refreshing. Organized hiking parties are conducted by Dr. and Mrs. Vernon C. Harrington, who have been with us from the beginning and without whom we could not keep house at Bread Loaf. They and their assistants lead overnight expeditions over the Long Trail, which is within a short distance of the Inn. We go out into the forest that lies about us on all sides, for Bread Loaf is above the foothills of the Green Mountains, close to the highest range, and there we breathe in again something of the spirit of the forest primeval. Though not all our woods are virgin forest, there are still some stretches which have never known the axe, and according to Mr. Battell's will, much of it must be preserved perpetually in forest. All of it is unspoiled, for ever where it is being forested, it is being handled scientifically, that its permanent value both as forest and as scenery may not be impaired. To stand on Pleiad Lookout or Silent Cliff and gaze out over the unbroken wooded hills is an experience that teaches perhaps even greater lessons than we learn in our classes and in our informal contacts. The silent influence of the great outdoors is a real part of the Bread Loaf plan.

My time is drawing to a close, and I have not told you the half. Perhaps I have told you enough, however, to suggest that Bread Loaf is no mere novelty, that Bread Loaf offers no panacea for the problems of the teacher of English. We realize that we are working in a vast field, one in which many are making valuable contributions.

We can only hope that what we are doing is adding its bit of real worth. We believe it is, for we believe we are working in line with the most progressive forces striving today to make the teaching of English a more valuable because a more human study. We believe that English, properly understood and properly taught, is as important as anything in the entire curriculum. We realize there is much yet to be learned. We only hope it may be our privilege to go on working for the advancement of the cause in which we are all workers together. If I may paraphrase two lines from Robert Frost,

We work together, I tell you from the heart,
Whether we work at Bread Loaf, or apart.

For Bread Loaf is an ideal as well as an idea. Neither the idea nor the ideal has been fully realized, but we press on, hoping to do our bit in the good cause of this particular form of adult education which we have undertaken, sending glad hail to you with whom we feel we are co-workers toward making the English language and literature the valued birthright of all.



How the English School Came to Bread Loaf

BY EDWARD D. COLLINS, PH.D*.
Former Director of the Summer Session

THE summer courses offered by Middlebury College date from the session organized and directed by Dean Walter E. Howard in 1909. Although each succeeding summer has continued the educational work thus begun, the courses themselves and the plan of their organization underwent a transformation which was practically accomplished within the first decade, the year 1920 marking the founding of the English School at Bread Loaf, the last of the special schools into which the Middlebury Summer Sessions had by that time evolved.

To be minutely historical, the germ of the organization of these special schools was brought to Middlebury with the work in Music established under the leadership of Miss Minnie Hayden in 1913 and conducted and developed by her through succeeding summers until 1926. The segregation of a group of students, the organization of their courses with a central aim under one person, and the progressive correlation of the courses within the department all seemed rather necessarily incidental to the study of music, and no special significance was ascribed to this as a type of organization until it began to permeate other branches of summer session instruction, expanding the departments into "schools" and the personal heads into "deans."

The first step in this direction was taken the year follow-

*Edward D. Collins, Ph.D. was Professor of Pedagogy 1909-1921. Director of the Summer Session, 1910, 1911; 1915, 1916; 1919-1923. Acting President, 1918-1919. Provost, 1919-1921. Comptroller, 1923-1925.—Editor's Note.

ing the founding of Miss Hayden's music studio, when a brilliant teacher of French, the late Professor H. P. Williamson de Visme, himself an alumnus of the college, returned with a colleague from his own school in Soisy, France, as a visiting teacher, to take charge of the courses in French, in 1914.

The summer of 1915 saw the same principles given a more elaborate establishment and the special appellation of the German School, under the deanship of Dr. Stroebe of Vassar. This experiment, immediately successful, was continued in 1916 when the newly erected Hepburn Hall was made headquarters of the German School, and the French School, under Professor de Visme as dean, was planted at Pearsons. Special circulars were issued in this year of the "schools" of French, German and Music.

The vicissitudes of war brought an end to the German School at Middlebury with its third session in 1917; but so thoroughly had the new type of modern language instruction demonstrated its success that a Spanish School, newly created in that same year, under Dean J. Moreno-Lacalle, took its place, and with another season, its quarters.

The Middlebury plan of organizing and developing its summer work in separately housed and managed schools had an immediate influence both on attendance and prestige, brought about by the intelligent co-ordination of efforts on the part of both students and instructing staff. In 1914, the attendance of 120 students marked the climax of the old order. Under the new stimulus, the number went to 222 in 1918, to 298 in 1919, to 339 in 1920. The French School, which had enrolled only 20 students in 1916, registered 200 in 1920. Important additions of buildings had been made since the first summer session, but in spite of them the college campus was over-run. In the last

named year, announcement was made of a School of Chemistry at the college, and the new School of English at Bread Loaf. The metamorphosis of the summer session was completed on the side of its organization.

II

On the academic side, the changes that culminated in the founding of the English School were of even greater significance to the college than was the new form given to the summer session organization. Indeed, the latter was devised only to secure centralized in place of scattered efforts, to sharply determine certain fields selected as fruitful for summer session work, and to enhance in them the service offered by the college. A few glimpses of the earlier sessions will reveal the radical differences.

The first session was conducted as a local summer school with a view to strengthening Middlebury's position in the state. "The college session is for everybody." Concessions in rates were made to clergymen, to Vermont teachers, both elementary and secondary, and a general invitation was extended to "other persons." No educational requirements were set for admission. Any person could enter any course. Well baited hooks were cast out for students who might need to "make up existing deficiencies either in entrance or college conditions."

To meet the needs of the somewhat varied constituency thus invited, an extensive spread of courses was required. They ranged from food study, wood carving, drawing, metal craft, to Greek, Latin, Hebrew, and The Religion of Israel. A very few sessions were sufficient to reveal the unsatisfactoriness of this bargain counter type of education, either for revenue, reputation, or educational service. With a normal school on one side of Middlebury and a Univer-

sity on the other, both following hard upon her heels, no large accessions of patronage could be expected from the classes of students appealed to. The best that Middlebury could offer could be duplicated by the neighboring institutions, and students of the more earnest and capable sort, willing and able to pay a fair tuition for superior instruction, would inevitably be drawn to the more meritorious courses of the large universities. The utmost that Middlebury could do in this direction was to follow. Was there any direction in which she might lead?

No one dreamed in 1915 that by a single expedient of reorganization a little college among the Vermont hills would win a national clientele, draw its students from two-thirds of the United States, establish a policy of securing annually distinguished visitors from Europe for its schools of French and Spanish, and for Bread Loaf, critics and writers of the first rank in the field of English. It was sufficiently intriguing to hope that the college might escape from local institutional rivalries, raise its summer work to the first rank within its chosen fields, pass from a deficit to self support financially, and replace an unclassifiable constituency with students mainly of graduate rank and caliber. Yet these results all came and came with a rapidity that was almost embarrassing to the summer session administration.

The creation of the modern language schools left some rags and tatters of instruction, the odds and ends of the bargain counter remnants, in a so-called "English School," which, paradoxically, was not a school of English at all, but bore the name because its various courses were conducted in the mother tongue, whether Greek, Latin, Hebrew, International Polity, or the Gospel of Jesus. In short, the "English School" comprised everything that was

not included in the courses of the specialized schools. Before the close of the summer session of 1919, it became evident to those directing the session that something would have to be done with this unclassified and heterogeneous group, if only to give it dignified interment. Dr. Stanley Williams, who came from Yale that summer to teach Composition and Victorian Prose and Poetry, was sufficiently concerned to discuss with the Director any possibilities of reshaping the school and giving it new direction. Only two facts stood out clearly: it was not a school of English; and —whatever it was—there was no longer room for it on the campus.

III

There is no other region like Bread Loaf in all the stretches of Vermont's hills and valleys. And nowhere else had a great heart gathered up beloved mead and hillside slope, forest and mountain, silent lake and noisy brook, cascade and precipice, and given them to a corporation as a trust to insure that so long as wood grows and water runs it should be held inviolate against wanton destruction by men. But neither to the donor nor to those who accepted the trust did it occur that this magnificent donation to posterity could ever be remotely connected with the educational work of the institution, of which also they were trustees.

That two of them held an honorable place among teachers of English and American letters, and that Bread Loaf was a favorite resort of one of them, did not make their failure to connect the two trusts more strange; for Bread Loaf to them meant an Inn. Bread Loaf now has many meanings. It is an Inn, a forest, a mountain, a region, a farm, a school; but in 1919 the school had not received its christening.



BREAD LOAF F



F FROM THE AIR

In 1915 Joseph Battell died. In 1919 Bread Loaf the mountain continued to stand firm, the Bread Loaf forest was being numbered; but it began to look as if no one quite knew what to do with Bread Loaf the Inn. It did not stand so well. But Bread Loaf is also a name to conjure with, and before the close of the summer session of 1919, the Director, President Thomas, Dean de Visme of the French School, and one other person stretched themselves on a sunny slope of the "Widow's Clearing" and spent an afternoon hour discussing the novel proposal that it be turned into an educational asset.

By successive moves various possibilities were checked off. Dean de Visme with great care and evident seriousness summed up his reasons against a suggested transfer of the French School from the college to Bread Loaf, with the entire plant devoted to its use. His arguments seemed conclusive. At length Bread Loaf and the so-called English School alone remained in the picture.

It was easy to recognize the doubtful value of the property as headquarters of a new school, particularly if any of its characteristics as an Inn were to be retained. But the President lent a more willing ear than the critics, realizing perhaps that the end of the English School had come so far as the college campus was concerned, and the end of the Inn was at hand so far as Bread Loaf was concerned, if the two problems were solved separately.

So it happened that the college catalogue of 1919-20 contained the very modest announcement of a new English School, with the single descriptive sentence: "This School is organized for teachers and students of the English Language and Literature, and offers instruction in the following divisions of their work: technique of teaching, composition, literary criticism, and expression." That was all

that anybody, including the Director, knew about it. And up to the time that the catalogue went to press, no one could be secured to act as dean of the new experiment.

IV

Building that first English School at Bread Loaf was like putting together a picture puzzle. The difficulty lay in finding the right pieces. Aside from the frictions always involved in starting up new machinery, no serious impediments were foreseen, and none were encountered. No traditions hampered the enterprise; the traditions began with the first session. No "present incumbents" clogged the staff; the task was to find incumbents. No faculty procedure delayed the progress of shaping the school; few of the college staff had the temerity to desire any connection with it.

It would be a mistake to assume, however, that the school was founded on a basis of pure hypothesis. Many sound deductions could be based on the experience of the modern language schools. It was estimated, for example, that two-thirds of the students would be college graduates; that a slightly higher percentage would be teachers or prospective teachers; that an even larger proportion would be women; while of the student body as a whole it was felt that it would be as safe to assume that it had reached years of discretion as it ever is to make that particular assumption of anybody. The bearing of such inferences on problems of personnel, discipline and program planning can be readily perceived.

As the first announcement indicated, the new school at Bread Loaf was to be a simon-pure school of English. But the four divisions of work outlined allowed plenty of scope. Within these divisions the business of program making

went on apace in the Director's office; for so rash and novel a venture needed publicity, and publicity could not wait the selection of a staff, nor even the dean of staff. From five to ten possible courses were listed under each of the four main heads, and the search for the staff began.

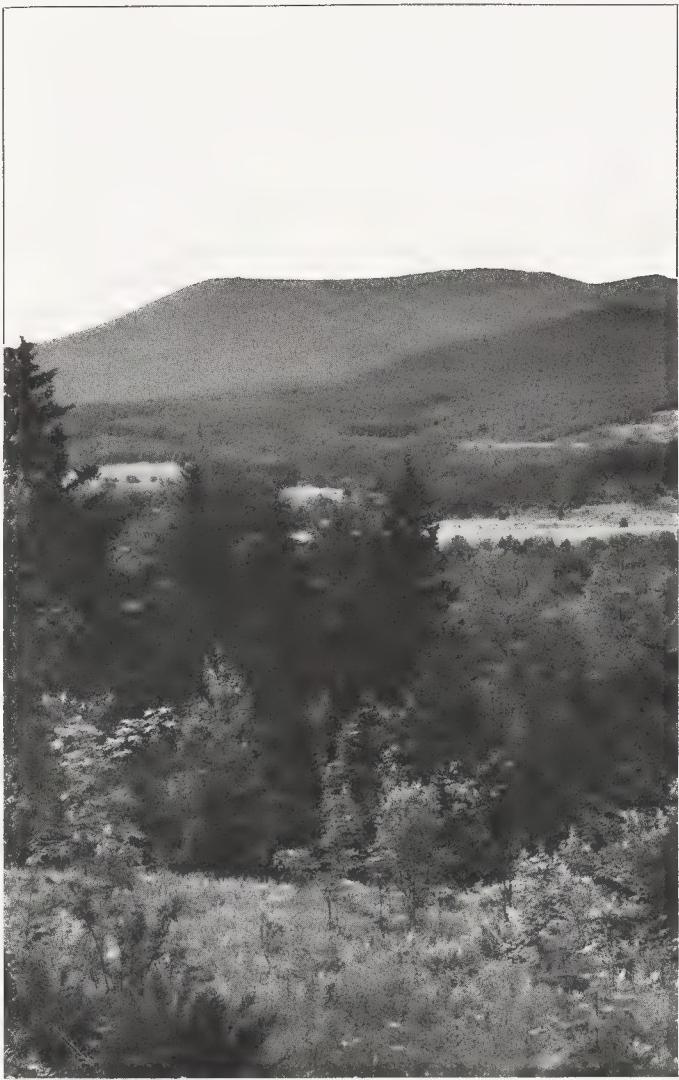
For many reasons it was felt that if Professor Charles Baker Wright could be induced to act as dean the choice would be peculiarly appropriate. He was senior professor at the college, head of the English Department, enjoyed a wider acquaintance among alumni than perhaps any other man, and had inspired many of his own students to become teachers of English. With him acting even as titular head it was felt that the new venture would be successfully launched. While it was known that his years of active teaching would yield presently to well earned retirement, it was hoped that he could be induced to view from Bread Loaf not only the sunset of his teaching years at the college but the sunrise of the new School. But this appeal, repeated frequently with whatever eloquence the Director possessed, failed to carry the desired weight, and reluctantly the Director turned afield for a more willing candidate.

Before the first Bread Loaf staff had been half completed, it became evident that the future dean of the new English School had been found, and at Middlebury. Once that question was settled, it mattered less who should hold the honor temporarily. But recently transferred to the Department of English in the college was the one man who knew by first hand contacts from the Director's office how the special schools were made up and how they operated. His training in this began when, himself a teacher of German, he had watched the launching of the first German School at Middlebury, and was continued later, when assisting in the Director's office, he was given opportunity

to observe the masterly technique of the dean of the French School. He now found himself, in every meaning of that term, in that department of the college in which the new school was being built. He added excellence of teaching to genuineness of scholarship; he combined quick grasp of principles with unlimited capacity for detailed and painstaking work; and he capped all with the saving grace of humor. As Assistant Dean he was given the task of looking for his own superior.

One by one the parts of the picture—including the indispensable students—fell into place. Dr. Stanley Williams, too modest to act as dean, came to teach 19th Century Literature and Shakespeare; Creative Writing and Poetry were interpreted by Mrs. Conkling; a representative of The 47 Workshop inaugurated the laboratory in Dramatic Production and opened the Little Theater; Dr. Harrington interpreted both nature and Browning; the Assistant Dean was all things to all men; the long line of remarkable Bread Loaf Special Lectures was initiated; and *mirabile dictu*, Professor Wright, yielding to the Assistant Dean's renewed pleadings, reluctantly assumed the title of Dean, and enriched the whole session with Chaucer. The English School had come to Bread Loaf!





Instructors and Visiting Lecturers

1920-1928

THE BREAD LOAF SCHOOL OF ENGLISH

Instructors

- Morse S. Allen, 1927
Katharine Lee Bates, 1922
Leonora Branch, 1923, 1924, 1925, 1926, 1927
Frank W. Cady, 1924
Harry H. Clark, 1926
Sarah Cleghorn, 1924
Katharine Clugston, 1928
Clinton H. Collester, 1923
Grace Hazard Conkling, 1920, 1921, 1928
Elizabeth C. Cook, 1923
Nancy G. Coryell, 1928
Sidney Cox, 1924, 1925
Allen Crafton, 1923, 1924
Wilfred Davison, 1920, 1921, 1922, 1924, 1925, 1926, 1927
Ass't. Dean, 1920; Dean, 1921—
Marion P. Edwards, 1927
Charles Robert Gaston, 1924
Robert M. Gay, 1925, 1926, 1927
Maurice Gnesin, 1927, 1928
Edwin Osgood Grover, 1928
Vernon C. Harrington, 1920—
 Hike Leader, 1920—
Elizabeth B. Harrington, Hike Leader, 1920—
Rowena Keith Keyes, 1927
Raymond Knight, 1926
Ruth E. Knight, 1926
Ruth Murdock Lampson, 1921, 1922

Calvin L. Lewis, 1921, 1922
James Dow McCallum, 1928
Edith R. Mirrieles, 1925, 1926, 1927
Lucia B. Mirrieles, 1925, 1926, 1927
Kenneth B. Murdock, 1928
Cora A. Newton, 1923
Donald M. Oenslager, 1923, 1925
James Milton O'Neill, 1924
Grant Overton, 1928
Fred Lewis Pattee, 1924, 1928
Raymond W. Pence, 1922, 1927
Amy L. Reed, 1926
Annie Beecher Seoville, 1922
May B. Severy, 1920
Harold A. Severy, Hike Leader, 1920
Dallas Lore Sharp, 1927, 1928
Everett Skillings, 1921, 1922
Alice H. Spaulding, 1920, 1921, 1922
Morris E. Speare, 1925
Florence L. Speare, 1925
Ruth H. Spoor, 1924, 1925
H. Frederick Stover, 1928
Jane Swenarton, 1926
Edith O. Wallace, 1921
Rollo Wayne, 1921, 1922
Harriet Fox Whicher, 1922, 1923, 1927
George F. Whicher, 1922, 1923
Marguerite Wilkinson, 1924, 1926
Stanley T. Williams, 1920
James Southall Wilson, 1928
Paul Spencer Wood, 1928
Charles Baker Wright, 1920
Dean, 1920

Visiting Lecturers

- Julian W. Abernethy, 1920, 1921, 1922
Hervey Allen, 1927
Irving Bacheller, 1923
George P. Baker, 1922, 1926, 1927
Anna Hempstead Branch, 1926
Charles S. Brooks, 1924
Rollo W. Brown, 1925
Richard Burton, 1922
Frank W. Cady, 1920
Henry S. Canby, 1924, 1926
Willa Cather, 1922
Grace Hazard Conkling, 1924
Edward Davison, 1926
Walter Pritchard Eaton, 1926
John Farrar, 1924, 1925, 1927
John H. Finley, 1921
Dorothy Canfield Fisher, 1921, 1928
Robert Frost, 1921, 1923, 1924, 1927, 1928
Hamlin Garland, 1926
Albert H. Gilmer, 1926
Alfred M. Hitchcock, 1926, 1927
Allen M. Kline, 1923
John Livingston Lowes, 1928
Edith M. Luttman, 1924
John Macy, 1926
Edwin Markham, 1922
Paul D. Moody, 1923
Kenneth B. Murdock, 1927
Isabel M. Paterson, 1928
Fred Lewis Pattee, 1925, 1927
Arthur Wallace Peach, 1923

- Reuben Petersen, Jr., 1922
William Lyon Phelps, 1927
Irving L. Potter, 1920
M. Roy Ridley, 1923, 1928
Carl Sandburg, 1925
S. Spencer Scott, 1923
George T. Smart, 1921
Everett Skillings, 1923
Charles Swain Thomas, 1928
Louis Untermeyer, 1922, 1925
Carl Van Doren, 1923
Marguerite Wilkinson, 1925
Charles J. Woodbury, 1920, 1922
Charles Baker Wright, 1921, 1922, 1923



Master of Arts Degrees Conferred

1923

- Helen Josephine Brown (Vassar), Geneseo, N. Y.
Sally Freeman Dawes (Radcliffe), Island Creek, Mass.
Walbridge Birney Fullington (Middlebury), Bordentown,
N. J.
John Wright (Hamilton), Oneida, N. Y.

1924

- Alice Hinton Schilling (Syracuse), Stockbridge, Mass.
Nellie A. Snyder (Pennsylvania), W. Philadelphia, Pa.

1925

- Elizabeth Hanna Craig (Mount Holyoke), Hartford, Conn.
Janet Whytock Kingsley (Syracuse), Middlebury, Vt.
Ruth Perkins (Radcliffe), Newark, N. J.
Rachel Theodora Stiles (Adelphi), Brooklyn, N. Y.
Gertrude Jennie Waldron (Adelphi), Brooklyn, N. Y.

1926

- Reginald Lansing Cook (Middlebury), Springfield Gar-
dens, L. I.
Pauline Cope (Wilson), Easton, Pa.
Lois Augusta Cuglar (Alfred), Massena, N. Y.
Irene Hill Fitzgerald (Mount Holyoke), Shelton, Conn.
Elizabeth Parkhurst Peck (Wesleyan), Hartford, Conn.
Lucia Granville Pittman (Chicago), Duluth, Minn.
Dorothea Este Reynolds (Middlebury), Burlington, Vt.
Louise Harrison Reynolds (Middlebury), Burlington, Vt.

Beulah Mary Scott (Middlebury), Greenfield, Mass.
Marjorie Hubbard Segur (Mount Holyoke), Hartford,
Conn.

1927

George Frederick Cherry (Harvard), Avon, Conn.
Alice Edith Clear (New York State), Albany, N. Y.
Ethel Catherine Crockett (Bates), Abington, Mass.
Sprague Warner Drenan (Dartmouth), Middletown, N. Y.
Justina Margaretta Eich (Mount Holyoke), Youngstown,
O.
Louise Waterbury Peeke (Syracuse), Saratoga Springs,
N. Y.
Minerva Miller Sparrow (Mount Holyoke), Mattapoisett,
Mass.
Edna Oliver Spinney (Boston University), Lynn, Mass.
Florence Buxton Todd (Syracuse), Albany, N. Y.

1928

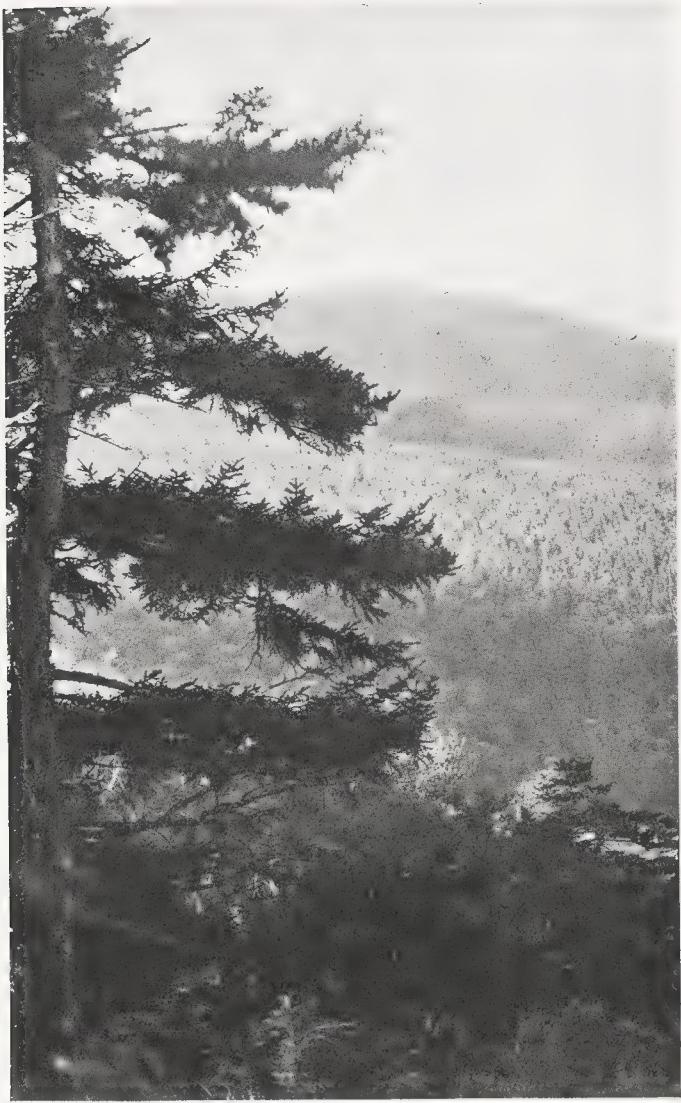
Alice Pearl Bagley (Elmira), Athens, Pa.
Fannie Campbell (Northwestern), Bloomington, Ill.
Ralph James Cocks (Dartmouth), Hartford, Conn.
Elizabeth Antoinette Gould (Radcliffe), Belmont, Mass.
Marjorie Groesbeck Peabody (Adelphi), Brooklyn, N. Y.
Hazel B. Poole (Vassar), South Orange, N. J.
Mary Holbrook Russell (Mount Holyoke), Hyde Park,
Mass.
Dorothy Goodwin Strong (Adelphi), Brooklyn, N. Y.
Louise Bristor Thompson (Cincinnati), Cincinnati, O.
Evelyn Tilden (Wellesley), Trenton, N. J.
Emily Wyatt (Missouri), St. Joseph, Mo.



The Bread Loaf Conference on Creative Writing

THE Conference, founded in 1926 under the direction of John Farrar, formerly editor of the *Bookman*, has brought to Bread Loaf during the past three summers a group of people interested professionally in the problems of creative writing. The purpose of the Conference has been to furnish opportunity for those learning to write professionally to receive honest criticism in an atmosphere of friendliness from a group of experienced writers, critics, and editors. The two weeks program has consisted of background lectures on the writing of short stories, novels, articles, and poems, with informal discussions on both the artistic and the practical problems of professional writing, and with particular attention to individual conferences on manuscripts brought by the students.

The fourth Conference, which will be held August 19 to 31, 1929, will be in charge of Robert Frost, Director, and Robert M. Gay, Associate Director. A special bulletin announcing the program of the Conference may be had on application to the Dean.



THE BREAD LOAF CONFERENCE ON
CREATIVE WRITING 1926-1928

Staff

Hervey Allen, 1927
Joseph Auslander, 1928
Edward Davison, 1926
John Farrar, Director, 1926, 1927, 1928
Robert M. Gay, 1926, 1928
Herbert Gorman, 1927
Doris F. Halman, 1926
Addison Hibbard, 1927
Burges Johnson, 1927
Arthur McKeogh, 1926
Harriet Monroe, 1926
Gorham Munson, 1928
Grant Overton, 1926, 1928
Margaret Widdemer, 1928

Visiting Lecturers

Achmed Abdullah, 1927, 1928
Maxwell Aley, 1928
Stephen Benet, 1928
Floyd Dell, 1927
Philip Dunning, 1927
Robert Frost, 1928
Henry E. Maule, 1928
William McFee, 1926
Honore Willsie Morrow, 1926
Isabel Paterson, 1926
T. S. Stribling, 1928
Jean Wick, 1927, 1928
Otis Wiese, 1928



A Personal Note to Friends of Bread Loaf

It is hoped that the material presented in this bulletin will prove of special interest to those who have been at Bread Loaf. Your comments on the worth of the work Bread Loaf is doing and your suggestions for the future of the School will be welcomed.

In nine years the School seems to have become established as meeting a real need in American education, but there is still much to be accomplished. The most pressing immediate need is more adequate quarters for the library. A project was started by the graduates of 1927 to raise funds for a library building, but so far the necessary amount has not been secured.

To assure increased and permanent efficiency the School should receive financial assistance. Bread Loaf is doing the best it can to render the greatest possible service with the resources at its disposal, but the work of the School is hampered by lack of funds. The School is limited in size by the accommodations available at the Inn, and there seems to be little hope of greatly increased income under present conditions. Anything those can do who believe in the value of the Bread Loaf idea to place the School on a permanently secure basis will be a great service to the increasing number of people who are appreciating the value of the Bread Loaf schools.

The anniversary session promises to be of exceptional interest. The annual bulletin giving details of the program will be published soon. All communications about Bread Loaf should be addressed to Wilfred Davison, Dean, 119 Main Street, Middlebury, Vermont.



THE TEACHING STAFF OF THE BREAD
LOAF SCHOOL OF ENGLISH
Tenth Anniversary Session

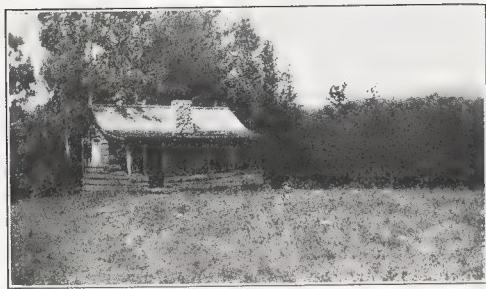
July 1—August 16, 1929

Teaching Staff

WILFRED DAVISON, A.M., Middlebury College
VERNON C. HARRINGTON, L.H.D., Middlebury College
LEONORA BRANCH, A.M., Mount Holyoke College
FRED LEWIS PATTEE, LITT.D., Rollins College
ROBERT M. GAY, LITT.D., Simmons College
EDITH R. MIRRIELES, A.B., Stanford University
LUCIA B. MIRRIELES, PH.D., The University of Montana
DALLAS LORE SHARP, LITT.D., Boston University
EDWIN OSGOOD GROVER, B.LITT., Rollins College
KENNETH B. MURDOCK, PH.D., Harvard University
JAMES SOUTHALL WILSON, PH.D., University of Virginia
H. FREDERICK STOVER, B.S., Yale School of Drama
G. WATTS CUNNINGHAM, PH.D., Sage School of Philosophy, Cornell University
SHARON BROWN, A.B., Brown University
CLIFTON J. FURNESS, A.M., Graduate Student at Harvard University
HORTENSE MOORE, A.B., Ohio Wesleyan University
W. H. COLEMAN, A. M., Bucknell University

Visiting Lecturers

Robert Frost
Edwin Markham
Alfred M. Hitchcock
Sinclair Lewis
William W. Ellsworth



Addenda

1930

Dr. Robert M. Gay of Simmons College was appointed Dean of the Bread Loaf School of English in September 1929 to fill the vacancy caused by the death of Professor W. E. Davison. Professor H. G. Owen was appointed Assistant Dean. All communications concerning the Bread Loaf School should be addressed to Professor Owen at Middlebury, Vermont.

Instructors 1929

LEONORA BRANCH, A. M., Mount Holyoke College
SHARON BROWN, A. B., Brown University
W. H. COLEMAN, A. M., Bucknell University
G. WATTS CUNNINGHAM, Ph.D., Sage School of Philosophy, Cornell University
WILFRED DAVISON, A. M., Middlebury College
CLIFTON J. FURNESS, A. M., Graduate Student at Harvard University
ROBERT M. GAY, Litt.D., Simmons College
EDWIN OSGOOD GROVER, B.Litt., Rollins College
VERNON C. HARRINGTON, L.H.D., Middlebury College
EDITH R. MIRRIELES, A.B., Stanford University
LUCIA B. MIRRIELES, Ph.D., The University of Montana
HORTENSE MOORE, A.B., Ohio Wesleyan University
KENNETH B. MURDOCK, Ph.D., Harvard University
FRED LEWIS PATTEE, Litt.D., Rollins College
DALLAS LORE SHARP, Litt.D., Boston University
H. FREDERICK STOVER, B.S., Yale School of Drama
JAMES SOUTHALL WILSON, Ph.D., University of Virginia

Visiting Lecturers 1929

William W. Ellsworth
Robert Frost
Alfred M. Hitchcock
Sinclair Lewis
Edwin Markham

Master of Arts Degrees Conferred

1929

Mary Josephine Barkley
Florence Wilson Collier
Ethel Belle DeWitt
Mary Caroline Durkan
Helen Marjorie Francis
Belding Francis Jackson
Clyde Francis Lytle
Agnes Florenda Murdock
Cora Voy Ward

*The Bread Loaf Conference
of Creative Writing*

The fifth Conference, which will be held August 18 to 30, 1930, will be in charge of Dr. Robert M. Gay. A special bulletin announcing the program of the Conference will soon be issued, and may be had on application to Assistant Dean H. G. Owen.

Staff 1929

HERVEY ALLEN, poet and critic

EDITH MIRRLEES, writer and teacher

GORHAM MUNSON, critic and editor

EDWARD WEEKS, editor and essayist

MARGARET WIDDEMER, novelist and poet

Visiting Lecturers 1929

Zephine Humphrey Fahnestock

Mr. Fahnestock

John Farrar

Robert Frost

Samuel Merwin

Joel E. Spingarn

Louis Untermeyer

THE TEACHING STAFF OF THE BREAD LOAF SCHOOL OF ENGLISH

June 30---August 15, 1930

Teaching Staff

HERVEY ALLEN, B.Sc., Poet, author and critic

DOUGLAS STOWE BEERS, Ph.D., Professor of English

MERVIN J. CURL, A.M., Lecturer in English Literature,
Boston University

F. CUDWORTH FLINT, A.M. (Oxon.), Associate Professor
of English, Dartmouth College

ROBERT M. GAY, Litt.D., Head of the English Depart-
ment, Simmons College

VERNON C. HARRINGTON, L.H.D., Boardman Professor
of Philosophy, Middlebury College

WILLARD B. MARSH, A.M., Professor of English, Hamil-
ton College

EDITH R. MIRRIELES, A.B., Associate Professor of Eng-
lish, Stanford University

LUCIA B. MIRRIELES, Ph.D., Associate Professor of Eng-
lish, University of Montana

FRED LEWIS PATTEE, Litt.D., Professor of American Lit-
erature, Rollins College

PHILIP E. WHEELWRIGHT, Ph.D., Associate Professor of
Philosophy, Washington Square College, New York
University; Editor, *The Symposium*

JAMES SOUTHALL WILSON, Ph.D., Edgar Allen Poe
Professor of English, University of Virginia

Visiting Lecturers

Henry S. Canby

Grant Overton

William W. Ellsworth

Lee Simonson

Robert Frost

Stanley Williams

Kenneth B. Murdock



